



June 1, 2018

Dr. Leonard Lock
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, AL 36130-2000

Dear Dr. Lock:

Please find attached the University of West Alabama's proposal to award the BS degree in Health and Physical Education under CIP Code 13.9999.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, which appears to read "Tim Edwards". The signature is fluid and cursive, with the first name "Tim" and last name "Edwards" clearly distinguishable.

Tim Edwards
Provost

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	1	2	2	2	2	2	2	13
State	8	9	10	10	10	10	10	67
SREB	160	165	170	170	170	170	170	1175
Nation	500	500	500	500	500	500	500	3500

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of West Alabama								
PROGRAM: BS in Health and Physical Education								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	0	65000	0	65000	0	65000	0	195,000
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	65000	0	65000	0	65000	0	195,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	33800	67600	101400	126750	169000	169000	169000	836550
TOTAL	33800	67600	101400	126750	169000	169000	169000	836550
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	8	12	15	20	20	20	15.8
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	12	15	20	20	20	15.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	8	10	10	10	10	9
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	8	8	8	8	9	7.83

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: ☒ Baccalaureate Program ☐ Graduate Program

A. General Information

1. Institution:
The University of West Alabama
2. Institutional Contact Person: Dr. Tim Edwards
Title: Provost
Telephone: 205-652-3531
E-mail: tedwards@uwa.edu
3. Program Identification--
Field of Study/ Program Title: Health and Physical Education
Degree: Bachelor of Science
CIP Code: 13.9999
4. Date of Proposal Submission:
June 1, 2018
5. Proposed Program Implementation Date: Spring 2019
6. Program Administration:
Name of College/School: College of Natural Sciences and Mathematics/
School of Health Science and Human Performance
Name of Dean: Dr. John McCall
Name of Department: Department of Physical Education and Athletic Training
Name of Chair: Dr. R.T. Floyd

Note: Please expand all response fields as necessary.

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

The purpose of the proposed Health and Physical Education Major is to prepare candidates to become a certified teacher in health and physical education. Candidates who complete the program will have the knowledge and ability to implement a quality health and physical education program that develops skillful movers who value lifelong health and well-being. This overall degree program is related to the University of West Alabama' mission of serving and providing opportunities for students to pursue a quality education that meets the educational need of the state of Alabama as well as neighboring states. Within the curricula, importance is placed on knowledge and development of enhanced skills in critical thinking, communication, and leadership.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

Graduates of the health and physical education program may work in:

- Public and private K-12 settings- teach health as a core subject for grades (6-12) and will promote healthy school environments and school-community partnerships. Will also teach physical education (K-12) that promote skill development that will lead to a healthy lifestyle.
- Community organizations and government agencies- health and physical educators would help the community identify its needs, draw upon its problem-solving abilities, and mobilize its resources to develop, promote, implement and evaluate strategies to improve its own health status. Health educators do community organizing and outreach, grant writing, coalition building, advocacy, and develop, produce, and evaluate mass media health campaigns.
- On college/university campuses... health and physical educators could work as part of a team that create an environment in which students feel empowered to make healthy choices and create a caring community. They identify needs; advocate and do community organizing; teach whole courses or individual classes; develop mass media campaigns; and train peer educators, counselors, and/or advocates.
- Business & industry wellness centers - perform or coordinate employee counseling as well as education services, employee health risk appraisals, health screenings, and physical fitness plans.
- Recreational clubs (YMCA): develop and/or implement different curriculums related to physical activity and health. Collaborates with community agencies and business that help promotes the mission of the club.

Graduates of this degree may choose to pursue this major or other related programs at the Master, Specialist, or Doctoral level. Other related programs include, but are not limited to, health and physical education, athletic administration, sport pedagogy, exercise science, public health, and community health.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent **student learning outcomes** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.

- 1) Demonstrate and model sound research-based teaching methods and assessment to evaluate learning in health and physical education.
- 2) Apply content knowledge, research, and theoretical concepts to enhance learning in health and physical education.

- 3) Utilize differentiated experiences to engage diverse learners.
- 4) Enhance teaching and learning in health and physical education through effective communication and technology integration.
- 5) Demonstrate appropriate professional practices in health and physical education.

C. Need for the Program

1. State need. Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

According to the National Association for Sport and Physical Education (NASPE), 16 percent of the nation's children are overweight and a growing number are developing diabetes and high blood pressure. Nancy Ray, Alabama Department of Education Health and Physical Education Specialist, reported that “today’s children are the first generation to have a shorter life expectancy than that of their parents!” Why is this happening? Several experts cite poor nutritional habits and lack of physical activity as the main cause of the health issues faced by youth today. Within the state of Alabama, candidates have had to choose either pursuing a degree in health education or physical education. By creating a dual degree program, candidates will be given the option to receive certification in both areas. By getting a degree in both areas, candidates will be more marketable. In addition, as a health and physical education teacher, one can begin to bridge the gap of improving the health of our nation's children by teaching them the skills and knowledge necessary to lead an active-healthy lifestyle. By combining both program areas, candidates will receive a multi-component approach to tackling the issue at hand and implementing a comprehensive wellness approach that includes health, physical, and nutrition education.

2. Employment Opportunities. Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	2	2	2	2	9
State	8	9	10	10	10	47
SREB	160	165	170	170	170	835
Nation	500	500	500	500	500	2,500

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and

associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

According to the Bureau of Labor Statistics data at <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm> and http://learn.org/articles/Physical_Education_PE_Teacher_Job_Duties_Employment_Outlook_and_Education_Requirements.html, employment of high school teachers is projected to grow 6% percent from 2014 to 2024. As the state of Alabama move toward a more comprehensive approach for creating healthy, active schools that involves not only the physical education curriculum, but before- and after-school programs, activities during school, nutrition education, and staff and community involvement, the demand for physical and health educators will be greater within the state of Alabama.

3. *Student Demand - Enrollment projection.* Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, *please briefly describe the survey instrument, number and percentage of respondents, and summary of results.*
(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

The total number of undergraduate majors in physical education at the University of West Alabama has average over 75 students. Over the last few years, several undergraduates and recent graduates in physical education has expressed an interest in obtaining a degree or certification in health education at the University of West Alabama. The expectation is that the numbers will maintain or grow within this new program.

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. There is a need in the state of Alabama to produce graduates who will provide an integrated set of planned, sequential activities, and services designed to promote physical, cognitive, and social development, as well as health literacy.
2. With the exception of hiring one addition faculty member, we have dedicated and experienced faculty/staff in place that are committed to the proposed program. We also have facilities and technology that will promote student learning within the proposed program.
3. As a rural institution in the Black Belt region, candidates will have excellent opportunities to participate in service learning projects that promote Alabama Champions for Healthy, Active Schools which also include family/community involvement and health promotion for staff.

Please note that letters of support may be included with the proposal.

E. Similar Programs

Using the ACHE Academic Program inventory found at <http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx>
List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1. 0/none

Two programs are similar but neither leads to certification in both health and physical education.

Auburn University 26.0908 (Exercise Physiology)

University of Montevallo 31.0501 (Health & Physical Education/Fitness General)

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication.
Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

Currently, there are no dual bachelor's level programs in health and physical education that leads to certification as both a health and physical educator. Several universities offer the bachelor degree in physical education. Troy University offers a bachelors program in health education. The University of West Alabama, NCATE accredited, currently has a bachelor degree in physical education that leads to certification, but wishes to expand and add health education-teacher education as well.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

☐ Yes

No ☒

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

It will be considered as a stand-alone program.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	<u>30</u>
Credit hours required in minor	<u>NA</u>
Credit hours in institutional general education or core curriculum	<u>60</u>
Credit hours required in support courses	<u>38</u>
Credit hours in required or free electives	<u> </u>
Credit hours for thesis or dissertation	<u>NA</u>
Total credit hours required for completion	<u>128</u>

2. Will this program be related to other programs at your institution?

Yes. This program will be related to the Bachelor of Science and Bachelor of Arts in Physical Education.

If so, which ones and how?

Bachelor of Science and Bachelor of Arts in Physical Education

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

This program will not replace any existing programs, options, concentration or track at our institution.

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.

No

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

It is not a graduate program.

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Course Number and Title	Number of Credit Hours	* If New Course	Standard Alignment
Basic Curriculum			
Written Composition	6		
EH 101 Written English I	3		
EH 102 Written English II	3		
Or			
EH 103 Honors English I	3		
EH 104 Honors English II	3		
Humanities and Fine Art	12		
Six semester hours from the following:	6		
EH 221 British Literature I	3		
EH 222 British Literature II	3		
Or			
EH 231 American Literature I	3		
EH 232 American Literature II	3		
Or			
EH 213 Honors Literature I	3		
EH 214 Honors Literature II	3		
Three semester hours from the following:	3		
SH 100 Public Speaking	3		
Or			
SH 150 Professional Speaking	3		
Three semester hours from the following:	3		
AT 100 Introduction to Art	3		
MU 100 Introduction to Music	3		
TH 100 Introduction to Theatre	3		
Or			
HR 100 Honors Forum	1		
HR 200 Honors Special Topics: Interdisciplinary	2		
Natural Science and Mathematics	11		
BY 101 Introduction to Biology I	4		
Or			
BY 103 Honors Biology	4		
Three semester hours:			
MH 113 Precalculus Algebra or higher	3		
Four semester hours from the following:			
BY 102 Introductory Biology II	4		
BY 232 Anatomy and Physiology II	4		
CH 101 Introductory General Chemistry	4		
CH 113 General Chemistry	4		
EN 100 Introduction to Environmental Science	4		
ES 100 Introduction to Geology	4		
PH 190 Astronomy	4		
History, Social, and Behavioral Sciences	12		
Six semester hours from the following sequence:	6		
HY 101 History of Western Civilization I	3		
HY 102 History of Western Civilization II	3		
Or			
HY 103 Honors Western Civilization I	3		
HY 104 Honors Western Civilization II	3		

Or			
HY 211 American History I	3		
HY 212 American History II	3		
Six semester hours from Social and/or Behavioral Sciences:	6		
AN 100 Introduction to Anthropology	3		
EC 201 Principles of Microeconomics	3		
EC 202 Principles of Macroeconomics	3		
PS 110 American Government	3		
PH 100 General Psychology	3		
SY 100 Principles of Sociology	3		
SY 110 Social Problems	3		
Other Core Requirements	13		
BY 231 Human Anatomy and Physiology I	4		
HPE/PE 200 Foundations of Health and Physical Education	3		
HPE/PE 250 First Aid and CPR Professional Rescuer-AED	1		
HPE/PE 251 Concepts of Health, Wellness, and Fitness	3		
HPE/PE 282 Teaching, Coaching, Officiating Sports	3		
Activity Classes (choose any 2 hours from PE 100-PE 126)	2		
Foundation courses	2		
Choose two hours from any of the following:			
Activity Based Group	2		
PE 202 Racquet and Paddle Sports	2		
PE 203 Recreational Activities	2		
PE 204 Indoor Team Sports	2		
PE 205 Outdoor Team Sports			
Fitness Based Group			
EX 241 Strength, Speed, and Power Training	2		
EX 242 Flexibility	2		
EX 246 Endurance Training	2		
UWA Experience	2		
UWA 101 Freshman Seminar	2		
Professional Courses	38		
ED 300 Introduction to Teaching and Learning	3		
ED 333 Reading Methods P-12	3		
ED 335 Field Experiences I	1		
ED 336 Field Experience II	1		
ED 384 Methods of Teaching and Physical Education	3		
ED 387 Methods of Teaching Health	3		
ED 400 Measurement & Assessment	3		
ED 405 Technology & Education	3		
ED 408 Technology Portfolio	1		
ED 435 Field Experience III	1		
ED 436 Field Experience IV	1		
SE 400 Introduction to Special Education	3		
ED 409 Internship	12		

Teaching Field	30		
HPE 201 Health Promotion and Prevention	3		
HPE/PE 321 Teaching Elementary Games & Activities	3		
HPE/PE 345 Motor Learning & Development	3		
HPE/PE 373 Introduction to Athletic Training	3		
HPE 401 Trends and Critical Issues in Health Education	3		
HPE/PE 423 Adapted Physical Education	3		
HPE/PE 424 Curriculum and Teaching Instruction for Health and Physical Education	3		
HPE/PE 432 Organization & Administration in Human Performance	3		
HPE/PE 443 Kinesiology	3		
HPE/PE 444 Exercise Physiology	3		
Total Curriculum	129		

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

Provisional Acceptance Guidelines

To be accepted into the educator preparation program, candidates must provide the following documentation:

1. Cleared criminal background check conducted according to guidelines established by the clinical agencies utilized by the athletic training program.
2. Passing Score for the Praxis Core Academic Skills for Educators (CORE).
3. A completed application packet
4. An overall grade point average of a 2.75.

The entire application packet must be submitted to the Coordinator of Clinical Experiences in Lyons Hall, **by 5:00 P.M. on 1st Monday of February** for the following fall semester and **1st Tuesday of September** for the following spring semester.

Courses involving field experiences or internship

- **ED 335. Field Experience P/12 I:** On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. *Prerequisites: Junior standing and ABI/FBI fingerprint clearance by first day of class. Prerequisite or co-requisite: ED 300.*
- **ED 336. Field Experience P/12 II:** On-campus seminars and field based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of a technology portfolio is required. *Prerequisites: Junior standing and ABI/FBI fingerprint*

clearance by first day of class. Prerequisite or co-requisites: ED 333. Prerequisite or co-requisite: ED 300.

- **ED 435. Field Experience P/12 III:** On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. Prerequisites: ED 405, senior standing, ABI/FBI fingerprint clearance, and unconditional admission to Educator Preparation Program. Prerequisite or co-requisite: ED 300.
- **ED 436. Field Experience P/12 IV:** On-campus seminars and field-based tutoring of children, small group work, observation and assistance to classroom teacher(s) in cooperating schools. Extensive field work and completion of the technology portfolio is required. *Prerequisites: ED 405, senior standing, ABI/FBI fingerprint clearance, and unconditional admission to Educator Preparation Program. Prerequisite or co-requisite: ED 300.*
- **ED 409. Internship, Pre-School –Grade Twelve:** Assignment to a cooperating school(s) at the appropriate level for one full semester (constitutes the student's load). Includes full-time participation in classroom activities and teaching. Also includes extra-class and community activities. Campus seminars will also be held to discuss problems and issues. *Prerequisites: Unconditional admission to Educator Preparation Program, passing score on Praxis II, fingerprint clearance, and successful completion of Field Experiences.*

8. Does the program include any options/concentration? If so, please describe the purpose and rationale and list the courses in the option.

No

9. State and list if the program has any special admission requirements. If none, state: "The program has no special admission requirements".

Provisional Acceptance Guidelines

Once candidates are provisionally accepted into the educator preparation program, they must provide the following documentation to be considered for internship placement:

- Passing score for the Praxis II Content Knowledge

Graduation requirements include the following:

1. A grade point average of a 2.75 or higher overall, 2.75 or higher in the teaching field, and 2.75 or higher in the professional field.
2. Complete a successful internship with a "C" or higher
3. Passing Score for EdTPA

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes;
The program will be evaluated annually through the planning and assessment process established for all programs at The University of West Alabama.

The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the College academic council and culminating at the University Academic Council. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year. This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. This plan is designed to guide academic units in assessing the quality of academic programs. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement. When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. Documents are then reviewed and approved by the Dean/Vice President by the end of October. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations.

In addition to the University-wide process, the program will also be reviewed the Alabama Department of Education and CAEP as part of the accreditation process.

Unit support personnel include a director of assessment and evaluation, an assistant director of assessment and evaluation, an NCATE/CAEP coordinator, a certification officer, a campus school director, revolving grant project director(s), and a director of field experiences and outreach.

Department chairs are responsible for convening departmental meetings to disseminate information and solicit input from the unit's faculty. Unit faculty meet once per semester to review current data and develop action plans for continuous improvement. In spring, faculty divide into program area to conduct an analysis of the previous academic year data from Basic Skills Assessment/Praxis CORE, PRAXIS II, Student Learning Outcomes, and Professional Dispositions, identifying strengths, weaknesses, and potential action plans. In fall, faculty receive composite data collected in the spring from all stakeholders, including Program Advisory Councils, to review analyses conducted by P12 partners, to modify action plans, and to evaluate action plan progress. Representatives from their respective Colleges serve on university and unit based committees to ensure shared governance. Program Advisory Committees meet annually to provide further input regarding adequate preparation of candidates in meeting professional, state, and institutional standards. Recently the unit connected with the president of the School Superintendents of Alabama District 2 to initiate a new partnership that will offer opportunity to collaborate with regional superintendents. The unit intends to host the group's spring meetings where

refreshments and/or lunch will be provided and program related conversations can begin. The multiple aforesaid practices assure strong involvement by all stakeholders, therefore providing the unit with solid input for program design, development and revision. Additionally, the unit partners with other colleges on campus to help support secondary education teaching programs. The colleges include Liberal Arts and Natural Sciences and Mathematics. Each college has its own dean and chairpersons to help ensure support for our candidates majoring in those fields.

Curricular recommendations for initial and advanced programs originate within respective academic departments. Recommendations are further discussed by the unit head and department chairs and presented to the COE Academic Council and the Graduate Council and/or the Council on Teacher Education when applicable. This provides the unit a mechanism for facilitating collaboration between unit faculty and faculty in other institutional units involved in the preparation of professional educators. Upon unit level approval, recommendations for curriculum changes are presented to the University Academic Council. Proposals are directed to applicable accrediting bodies as warranted. All initial and advanced program modifications require review and approval by the Alabama State Department of Education (ALSDE). ALSDE approved curriculum changes are acknowledged by approval checklists which serve as the official course of study for candidates admitted to respective programs.

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

An annual survey of recent program graduates will be conducted to determine their degree satisfaction and preparation for employment.

An annual survey of employers of recent program graduates will be conducted to determine the employer's satisfaction with the graduate and their thoughts regarding the graduates' preparation for employment.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

All teacher certification programs are approved by the Alabama State Department of Education (ALSDE). In addition, all certification program have been accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covered our initial and advanced educator preparation programs. Our next accreditation review will fall under the Council for the Accreditation of Educator Preparation (CAEP).

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

All courses will be offered on campus. However, students will have the option to take several courses online.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education.

75 %

3. If distance education is not being utilized, please explain why not.

K. Resource Requirements

1. Faculty. Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

The existing faculty are in place and are adequately meeting the needs of the currently accredited bachelors program in Physical Education. These same faculty are adequate for providing the supervision and instruction for the proposed program and should be able to accommodate to this need as the new program grows. One addition faculty member will be hired to satisfy the requirement for the specialization in health.

The Departmental Chair and Distinguished Professor is R.T. Floyd, EdD, ATC, CSCS, a certified athletic trainer, who has served in this position since the program originated in 1987. Additional faculty include Natasha Satcher, PhD, in Human Performance: Administration and Teaching, who has taught 12 years including (K-12). Gunar Cazars, PhD, Assistant Professor of Physical Education has several years of teaching both at the collegiate and K-12 levels and received his PhD from the University of Alabama in 2009. Andrea Wilson, MS, has two years of teaching in the physical education program.

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	6	1
Current-Part Time	1	0
Additional-Full Time (to be hired)	1	0
Additional-Part Time (to be hired)	0	0

b) Briefly describe the qualifications of new faculty to be hired.

The following qualifications for hire of new faculty are listed below.

- Earned doctorate in health education, health promotion, or closely related field.
- Teaching experience, preferably in both K12 and higher education.
- Demonstrated the ability to model research-based teaching methods and assessment to facilitate learning in health education.

- Ability to work cooperatively with administration, faculty and staff, and students from a varied socio-economic/ethnic backgrounds.
- Demonstrated knowledge, experience in securing or working with extramural funding.

2. Equipment. Will any special equipment be needed specifically for this program?

☒ Yes ☐ No

If "Yes", please list: Below is a list of the special equipment needed that we already have in place for use.

Instructional Aids/Equipment/Supplies
Standard Physical Education Equipment (e.g. balls, jump ropes, beanbags, nets, paddles).
AEDs
CPR manikins - adult, child and infant
Fitness equipment appropriate for fitness testing

The cost of the new equipment should be included in the table following (Section K.).

No appreciable new equipment will be needed.

3. Facilities. Will any new facilities be required specifically for the program?

☐ Yes ☒ No

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

☒ Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Each department receives allocation from the University Library Committee to purchase books for the Library. Over the years, faculty members have requested

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes ☒ No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

0

Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of \$ 65,000 in estimated new funds will be required to support the proposed program.

A projected total of \$ \$336,618 will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

- In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.
- This should only include the additional costs that will be incurred, not current costs.
- Indicate the sources and amounts of funds available for the program's support.
- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "\$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.
- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.
- **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**

A request of \$65,000 is to fund one faculty position. No new funds are requested for equipment and supplies.

If tuition is used to support the program, what start-up revenue source will be used to initiate the program.

Also, include enrollment and completer projections.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	The University of West Alabama
PROGRAM	Bachelor of Science- Health and Physical Education

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000	\$325,000
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000	\$325,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$1,500,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$36,816	\$55,224	\$69,030	\$92,040	\$92,040	\$345,150
TOTAL	\$336,816	\$355,224	\$369,030	\$392,040	\$392,040	\$1,534,515

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	8	12	15	20	20	15
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	8	12	15	20	20	15
NEW ENROLLMENT HEADCOUNT	6	8	10	10	10	8.8
DEGREE COMPLETION PROJECTIONS	0	6	8	8	8	AVERAGE 6